



Grade 8

Social Studies

Released Items

Winter 2002

GEOGRAPHY

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

EUROPEAN IMMIGRATION TO AMERICA

The year 1900 marked a time that witnessed a mass immigration of people from southern and eastern European countries to America. Before this wave of immigrants, the majority of those living in America had come originally from Northern Europe or the British Isles. The entire character of America was changed by these new immigrants. Some called the United States the "Great Melting Pot."

Many of the new immigrants landed and stayed in cities like New York after their long trip from Europe. The immigrants had better luck finding work in big cities than in more rural areas, so they settled into city neighborhoods with others from their home countries. The result was that concentrated pockets of immigrants made up their own "little Italys" or "little Germanys." In these neighborhoods, the residents could speak their own language and buy their native foods from stores like those in Europe.

Even though the adults chose to live with others from their home countries, the immigrant children were educated in American public schools. Children from many European countries learned, ate, and played together during the school day. Possibly because of this interaction with others, the immigrant children were quicker to learn English and settle into the American way of life than their parents.

6 Why did immigrants often choose to live in a city neighborhood?

- A Farmland was much more expensive than city land.
- B It was easy for the adults to learn English in the city.
- C They wanted to be near people who had familiar traditions.
- D Most immigrants were from heavily-populated European areas.

7 What was one consequence of the pattern of movement described in the passage?

- A American culture has been partly shaped by immigrants.
- B Children of immigrant parents always felt like outsiders.
- C Immigrants to America left their native cultures behind.
- D City neighborhoods in the United States were not changed.

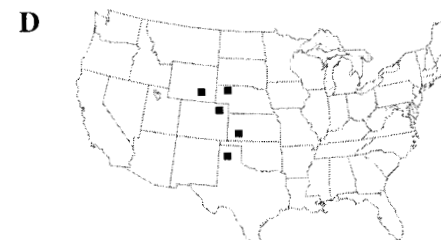
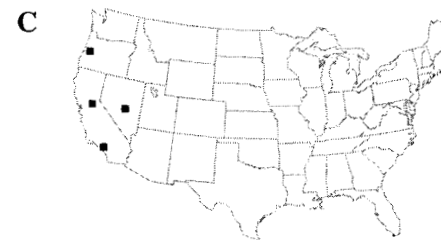
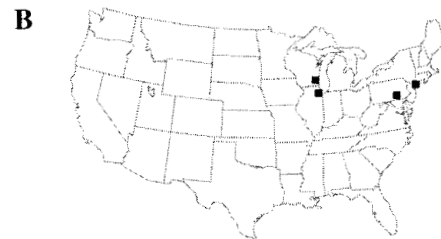
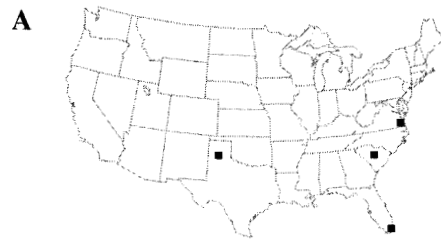
8 Considering where they chose to live when they arrived in America, which of the following jobs was probably NOT generally sought by the European immigrants?

- A factory worker
- B shopkeeper
- C farmer
- D maid

9 Which of the following modes of transportation made the movement described in the passage possible?

- A automobiles
- B ships
- C airplanes
- D trains

10 Which set of dots on the maps below represents the most likely places settled first by the immigrants described in the passage?



HISTORY

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

WOMEN IN COLONIAL AMERICA

Women's roles in colonial America centered on home and family. Women who broke the traditional mold of wife and mother were scorned. Few women had the chance to branch out because their opportunities to get an education were limited. In marriage, the legal existence of women was tied to that of the husband. Family commitments were great, as colonial women bore an average of eight children. Women were discouraged from speaking in public. In spite of these limits, some women found their voices. The following are three such women:

Anne Bradstreet (c. 1612-1672) Born and educated in England, Anne Bradstreet came to America in her teens. She was a spiritual person who raised a large family. Her husband was frequently away on diplomatic missions, which added to her responsibilities at home. Only after a long day's work of trying to be a good wife and mother did she get to her writing. She wrote even though she knew some people would criticize her for it. When her brother-in-law secretly had her poetry published, it became the first volume of poems published by a resident of the New World.

Eliza Lucas Pinckney (c. 1722-1793) At 17, Eliza Pinckney managed three large plantations because her father was overseas and her mother was sick. She taught herself bookkeeping and other skills needed to run the family business. Her experiments in growing indigo established one of South Carolina's major export industries. Widowed at 36, she was again left in charge of extensive property. Pinckney's other accomplishments included founding a smallpox hospital and performing a type of legal service for the poor. She based her life on reason, moderation, and self-control, and used these characteristics to rear her children, to whom she was devoted. Her daughter became an independent businesswoman and her sons grew up to be generals.

Phillis Wheatley (c. 1753-1784) Phillis Wheatley was brought to Boston from Africa when she was seven. Although she was enslaved, she had her own room and was taught to read. She could soon read complex texts and began writing poetry. At 19, her *Poems on Various Subjects, Religious and Moral* was published. She drew much attention at home and in England for her talent and intelligence. Her condition changed when the Wheatleys died. She had a difficult life and died in poverty at age 31. In the 1830s, her poetry was rediscovered by the abolitionists. She is the first widely recognized African American writer.

- 11** What advantage denied to most colonial women did the three women share?
- A** wealth
 - B** religion
 - C** respect
 - D** education
- 12** In what way were Bradstreet's and Pinckney's feelings about family the same as other colonial women?
- A** They considered their families a necessary burden.
 - B** They cared for their families, but put their careers first.
 - C** Their priority was to work hard to fulfill their family duties.
 - D** They felt superior to the men around them.
- 13** Besides her being a woman in colonial times, what makes Phillis Wheatley's accomplishments even more unusual?
- A** Running the Wheatley farm was more important to her.
 - B** Slaves were forbidden to learn to read during that time.
 - C** The Wheatleys only wanted to publish their own poetry.
 - D** Phillis Wheatley had to dictate her poetry since she did not know how to write.
- 14** Why are Bradstreet's and Wheatley's poetry studied in literature and history?
- A** They are included only because there is not much literature from that period.
 - B** They illustrate the beginnings of the women's movement in early America.
 - C** Most collections of writings are edited by women.
 - D** They provide examples of some of the first known writing by American women.
- 15** Which of the following statements accurately describes common colonial attitudes about women?
- A** Women have a role to fulfill in the household.
 - B** Women deserve political rights.
 - C** Women's capabilities are unlimited.
 - D** Women should have equal opportunities.

CIVICS

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

A STUDENT GOVERNMENT IS FORMED

Alicia volunteered to serve on a committee to make a recommendation about the structure of her school's new student government. This student government was needed to establish policies on issues like dress codes, using the schoolyard, bicycle parking, and the lunchroom menu. The district's board of education makes the policies for grading, the school year schedule, and other matters. The board appoints a principal to carry out these policies.

The student government plan recommended by Alicia's committee required classroom student elections to select one representative from each class. These representatives would form a student government council that would meet weekly to decide on school policies affecting the student body. The board of education approved the plan. Classroom elections that were similar to real government elections were held.

The first decision made by the new council was to have bicycle parking signs posted around the school. These signs warned students to park their bicycles only on the east side of the school fence. The signs said that all bicycles parked elsewhere would become the property of the council members.

In another matter, Alicia's friend Sandra was sent to the principal's office for violating the dress code set up by the council. Sandra told the principal that the "no hats" rule was clearly meant only for boys. The principal had to decide what the council meant when they wrote the rule and determine whether Sandra violated the rule.

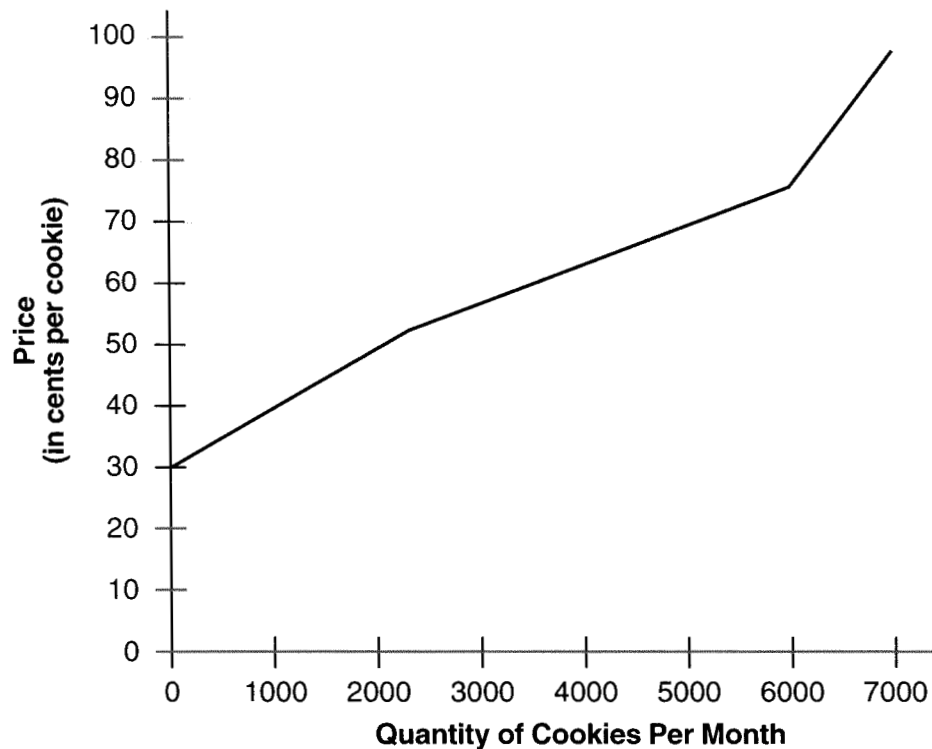
- 26 Which of the following BEST describes the type of student government established at Alicia's school?
- A anarchy
 - B dictatorship
 - C monarchy
 - D representative government
- 27 The council elected by individual classes at Alicia's school is similar to which of the following?
- A the Congress
 - B the FBI
 - C the President
 - D the Supreme Court
- 28 Why was it appropriate for the council to address the issues mentioned in the passage?
- A The council members gave themselves the authority to make decisions for the other students.
 - B The council was elected by and represented the students who would be affected by the council's solutions.
 - C The council was responsible only to the principal, so it would make sensible decisions.
 - D The council existed to punish students for breaking school rules.
- 29 Which of the following can student candidates legally do in their election campaigns?
- A make untrue statements about other candidates
 - B physically force classmates to vote for them
 - C ask a classmate to cast more than one ballot for them.
 - D make campaign promises to their class
- 30 The school principal ordered the council to remove the signs posted after the council's first decision. Why?
- A Council members had not been given the authority to make rules for the students.
 - B The principal needed to limit the council's power in order to protect the rights of the student body.
 - C Council members had not been selected by the principal, so the principal did not want to help them.
 - D Bicycle parking did not become a problem until after the council took office.

ECONOMICS

Directions: Study the following passage and examine the graph. Use them with what you already know to answer the questions that follow.

ANGELA'S COOKIES

Angela is starting a cookie bakery in a shopping mall. She is trying to determine the number of cookies she is willing to supply. After some consideration, she creates this graph. The number of cookies she is willing to supply is related to the price.



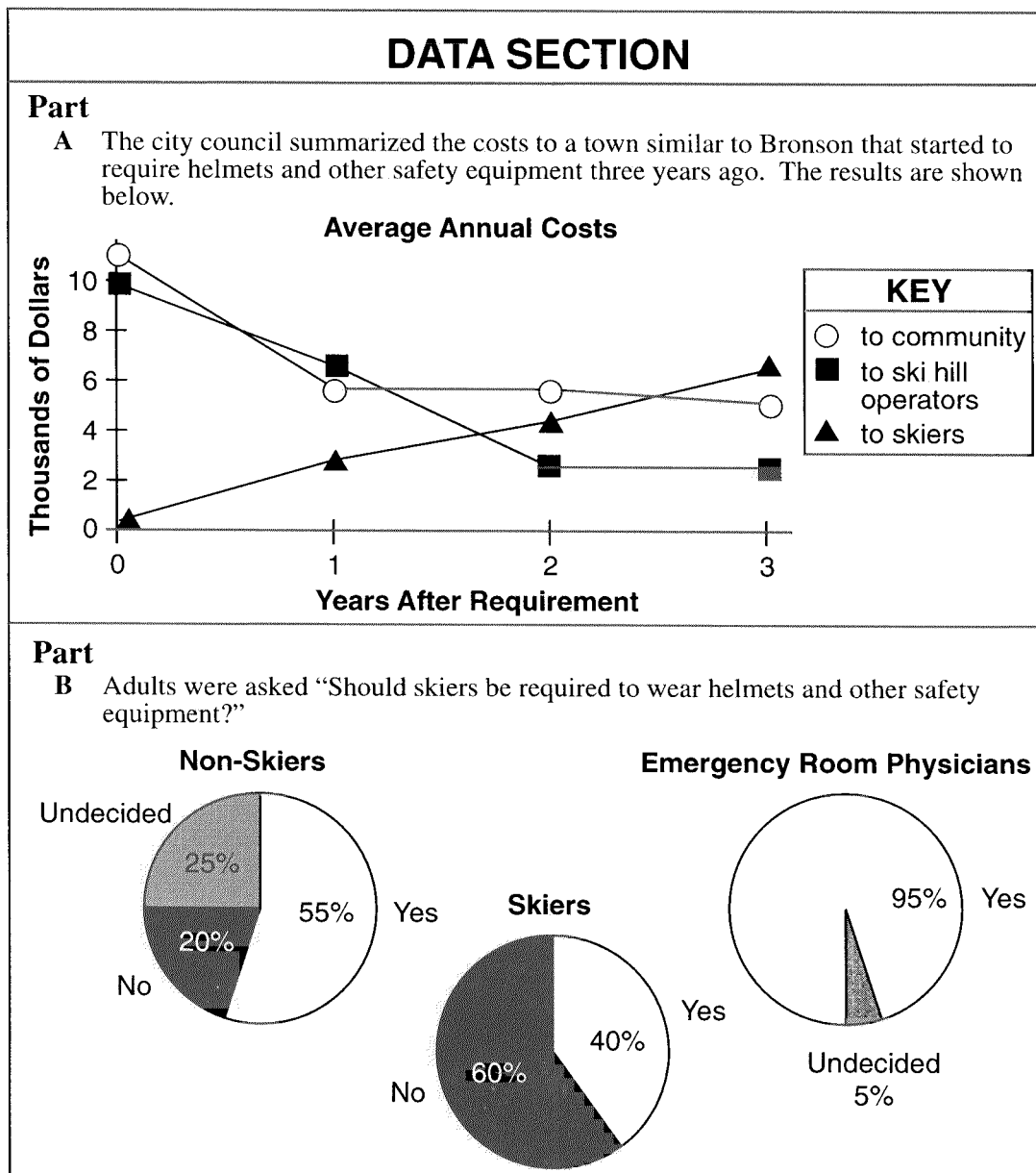
- 36** In this case, supply refers to
- A** the number of cookies Angela is willing to make at each price.
 - B** the number of cookies people will buy at each price.
 - C** the total number of cookies consumed at each price.
 - D** the total number of cookies distributed at each price.
- 37** At the price of 30 cents each, Angela will supply
- A** 0 cookies.
 - B** 30 cookies.
 - C** 100 cookies.
 - D** 1000 cookies.
- 38** As the price for cookies increases, the quantity of cookies Angela will supply will
- A** go down.
 - B** go up.
 - C** stay the same.
 - D** change at a constant rate.
- 39** Capital equipment needed for this business will include
- A** advertising.
 - B** bookkeeper.
 - C** ovens.
 - D** training.
- 40** Angela's Cookies is very successful. Angela decides that she will produce more cookies. The likely result is that the price will
- A** stay the same and supply will decrease.
 - B** stay the same and supply will increase.
 - C** fall and supply will decrease.
 - D** rise and supply will increase.

INQUIRY AND DECISION MAKING

Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

WINTER SAFETY

Many citizens in the town of Bronson are concerned about the number of serious accidents that have occurred at the local downhill ski area. They claim that many, if not all, of the most serious injuries could have been avoided if the town required the skiers to wear helmets. The City Council of Bronson has collected the following information about the costs to skiers of requiring helmets and other safety equipment.



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 41 Study the information in the Data Section. Which of the following statements best describes the *relationship* between **costs to the community** and **costs to skiers** for requiring safety equipment on ski hills? Be sure to mark your answer in your answer booklet.
- A As the community pays less for the safety program, skiers pay more.
- B Because of the safety program, more people are allowed to ski.
- C The community and skiers will both pay more as time goes by.
- D The community and skiers will both pay less as time goes by.

Task II: Taking a Stand

- 42 Take a stand on the following public policy issue: **Should the town of Bronson require skiers to wear safety equipment?** You may either support or oppose the rule to require safety equipment. Write a letter to your senator.

It is not enough to state only your opinion. You will be graded on the following.
Be sure to:

- write a clear and supported statement of your position;
- support your position using a core democratic value;
- support your position with knowledge from economics, history, geography, or civics (other than your core democratic values); and
- support your position with information from the Data Section.

Remember to:

Use complete sentences.
Explain your reasons in detail.
Explain how the core democratic value
you use connects to your position.
Write or print neatly on the lines provided
in your answer booklet.



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

Fundamental Beliefs

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

Constitutional Principles

The Rule of Law

Separation of Powers

Representative Government

Checks and Balances

Individual Rights

Freedom of Religion

Federalism

Civilian Control of the Military

Student Response 1

There is a problem I am concerned with. That problem is the number of accidents on ski slopes. There is a survey that asks "Should skiers be required to wear helmets?" The majority clearly shows, in both non-skiers and emergency room physicians that people care for their safety and can be safer if they wore helmets.

Score Point: 0

This response does not provide a clear and supported position on the issue.

Student Response 2

I agree that many of these injuries on the slopes could have been avoided if skiers would be required to wear a helmet. For the Common Good of the town itself and the people that are skiing if they all wore helmets they would be safer and probably would save many lives. Also many parents would not have so much to worry about. With so many people crossing over flying down the hill it is very likely to have people get hurt. But if each & every one of them wears a helmet it would be a lot safer. Also there is life when you are speeding down the hill you are jeopardizing not only your life but many others. Again if you wore a helmet you could save many lives and maybe yours too. I see why skiers don't want to wear helmets but information shows 40% of skiers want to wear helmets maybe to save your life or maybe theirs. Information shows more people think skiers should wear helmets and so do I it may save your life someday.

Score Point: 1

This response provides a clear and supported position on the issue.

Student Response 3

I think that the skiers should have to wear helmets because it helps stop serious injuries.

To support this statement I chose the cardinal value public or common good. Because the helmets are for the good of the skiers and so that they won't get hurt. Also for the community then not the skiers will have to pay as much money if they wear the helmets to prevent serious injuries.

Also history shows that the most serious injuries come from not wearing a helmet also emergency room physicians history says that 95% say they should wear helmets and only 5% shows that they were undecided.

So the skiers have a history of injuries that could be stopped if they wore helmets. The data section shows that majority say yes. On the other hand skiers say no for the most part 60% say no and 40% say yes emergency room physicians say yes also 95% yes and 5% no. The non skiers only 55% say yes and 25% undecided and 20% say no. So as you can see most data says yes they should. So with the data supported I also say they should.

Thankyou for your time and support!

Sincerely yours

Score Point: 2

This response provides a clear position on the issue and supports it with data from the Data Section.

Student Response 4

The issue has been addressed whether the town of Bronson should require skiers to wear safety equipment. Yes, the town of Bronson should require skiers to wear safety equipment. From the results of a recent survey, 95% of emergency room physicians responded that this rule should be imposed. These doctors realize that most, if not all, of their patients' accidents could have been prevented if the person was wearing safety equipment. After looking at a town requiring helmets, it shows that the average annual costs to the community dropped

around six thousand dollars after the first year of the requirement. This decline in costs directly correlates to the requirement because emergency personnel do not have to arrive at the ski hill every hour. With the requirement, the need for excessive doctors & emergency personnel is lost & the community does not have to pay for these extra people. Imposing this requirement would save the community money.

If safety equipment was required on ski hills, the core democratic value of life would be fulfilled. Wearing helmets & other safety equipment reduces the number of injuries, accidents, and even deaths. Also, with fewer patients in the emergency rooms, doctors will be able to give more individual attention & give better help to ^{the} more critical patients. Imposing this law would also be beneficial to the common good. With everyone wearing safety equipment, skiers

will feel safer & can enjoy the sport more than when they had to worry about their safety. Finally, its for the common good to keep people safe & create a safer community by requiring skiers to wear safety equipment.

As a skier, I know that wearing a helmet has protected me in many incidents. Once, I fell while skiing & I hit my head on a rock behind me. Without the helmet, I would have been knocked out & seriously injured. As a skier, the only safe & sensible thing to do is wear safety equipment while skiing. Because of the injuries ^{& lives} that will be prevented, the money saved to the community, & the common good to the people, the town of Bronson must require safety helmets & other safety equipment. Thank you for your time.

Score Point: 2

This response provides a clear position on the issue and supports it with prior social studies knowledge of economics (allocation of resources) and with data from the Data Section.

Student Response 5

I don't think Bronson should require skiers to wear helmets. The reason I think this is because people should be able to make their own safety choices. If people know what can happen and what risk their taking, and they decide not to use safety equipment then their not using common sense which can cause the skiers to get hurt.

From the data on the chart it shows that more skiers are willing to take that risk and go with out a helmet. According to the charts the average annual costs will increase for everyone. Also from the data charts it shows that people who should be most concerned which are the non-skiers

Seem to be the most concerned and thier not endangering themselves.

Through prior knowledge I know that for some people you'll have to learn the hard way even if it means getting hurt. Also through prior knowledge I've found out that alot of people like to do things that has the ring of danger to it.

The pursuit of happiness allows us to do what makes us happy as long as we don't hurt anyone, and skiers not wearing helmets aren't hurting anyone but themselves.

The data I have shown and the reasons I have given is why I think the town of Bronson should not require skiers to wear safety equipment.

Score Point: 3

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Pursuit of Happiness) and with data from the Data Section.

Student Response 6

A large issue on the streets here in Branson is whether ski helmets should be required on the slopes. They most certainly should be required. A large 95% of emergency room physicians know the truth, and agree helmets are a must-have. People have a right to life, and that right is something the government should enforce. In the past, the government has put into action life-saving laws, wearing seat belts for example. This law is just the next step. The government has rarely failed us before, let it not start now.

Score Point: 3

This response gives a clear position on the issue and supports it with the correct application of the Core Democratic Value (Life) and with data from the Data Section.

Student Response 7

The town of Bronson should not require skiers to wear safety equipment. First of all, according to the data, 60% of skiers said that they did not want the safety equipment. This shows that if the majority of skiers is willing to take the risk of going without helmets, then they should be allowed to do so. Second, the costs of this action increase over time for skiers. As skiing becomes a more costly activity, less people will participate, and will bring less money to the town of Bronson.

Third, the City Council are the people who would make the law if it were to pass, not the skiers. The skiers should be the people who have a say in the matter. Requiring safety equipment would be going against the Core Democratic Value of Equality. Safety equipment adds costs to skiing, an already fairly expensive sport. Fewer and fewer people will be able to participate if more equipment is required, making the sport an activity only the rich can enjoy. Helmets as an option support the Core Democratic Value of Common Good. Requiring safety equipment could anger some skiers because of the restricted feeling it causes. This, in turn, would most likely decrease the profits that the community receives from skiers, so it is for the Common Good of the city that the Council not pass the law. The town of Branson should not require safety equipment for skiers.

Score Point: 4

This response provides a clear position on the issues and supports it with the correct application of a Core Democratic Value (Common Good), prior social studies knowledge of civics (City Council's role) and with data from the Data Section.

Student Response 8

Yes the town of Bronson should require skiers to wear safety equipment. Pure factual evidence gives a **Strong** position of why the town of Bronson should require skiers to wear safety equipment. For example, 95 percent of the Emergency room physicians say that the town of Bronson should require skiers to wear safety equipment. When the town actually required skiers to wear safety equipment the towns & the ski hill operators Annual cost went down. After three years of wearing the

protective equipment the communities Annual cost went from ten thousand dollars to about a sweet six thousand, in Just three years! If the communities Annual cost were to stay there for the next five years they would save over 18 thousand dollars over that course of time, and that is a lot of money. The core democratic value common good supports my position for it is common good to the whole town when the community saves money. The extra money could go towards building a police & fire station to keep the town safe, and it could also go towards hospital supplies to help civilians when they are injured. By doing one simple thing to be safe by wearing protective gear you would do all this good for the town to have a happy better environment to live in. Clearly the town of Bronson should require Sikers to wear

Safety equipment, for it would not only be saving peoples lives in the community but also it would create a more trustable environment for people to live in and enjoy and that is most definitely a good thing.

Score Point: 4

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Life), prior social studies knowledge of economic (allocation of resources) and with data from the Data Section.

**Michigan Educational Assessment Program
Statewide Test Item Analysis
Social Studies Grade 8
Winter 2002**

District: MICHIGAN DEPARTMENT OF TREASURY
Code: District- 99999
Run Date: 05/14/2002

Multiple Choice Percent Answering by Response						Extended Response Percent Receiving Number of Points										Percent Receiving Condition Codes					
Item No.	Benchmark Code	A	B	C	D	Omit/ Mult	Item No.	Benchmark Code	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	A	B	C	D
Historical Perspective							Inquiry & Decision Making														
11	2MS3	6	5	25	63*	0M	42	3MS1	1	1	30	14	48	3	1	0	0	0	0	0	1
12	2MS1	14	13	70*	3	0M															
13	4MS3	5	77*	11	7	0M															
14	2MS3	8	35	5	52*	0M															
15	4MS3	52*	8	10	31	0M															
16	4MS3	10	15	63*	12	0M															
17	2MS4	30	11	53*	5	0M															
18	1MS2	4	7	79*	11	1															
19	1MS1	7	84*	3	6	1															
20	2MS3	21	51*	10	17	0M															
Geographic Perspective																					
01	1MS2	12	22	35	30*	0M															
02	1MS2	8	66*	18	7	0M															
03	1MS2	29	9	20	42*	0M															
04	1MS2	45*	18	20	16	1															
05	1MS2	17	16	51*	16	0M															
06	1MS2	8	13	69*	11	0M															
07	3LE2	57*	11	23	8	0M															
08	1MS3	15	13	57*	14	0M															
09	1MS3	4	80*	8	7	0M															
10	3LE3	12	72*	8	7	0M															
Civic Perspective							Condition Codes for the Extended-Response Item:														
21	5MS2	24	24	11	41*	1	A	Off-task										C	Written in language other than English		
22	5MS1	14	10	66*	9	1	B	Illegible										D	Blank/refused to respond		
23	1MS3	47*	24	14	14	1															
24	1MS4	12	45*	15	27	1															
25	3MS2	26	51*	7	15	1															
26	1MS2	7	19	13	60*	1															
27	4LE3	59*	5	20	15	1															
28	1MS2	16	57*	16	10	1															
29	4LE4	6	7	8	78*	1															
30	1MS4	26	51*	9	14	1															
Economic Perspective							Using the Benchmark Codes														
31	4MS4	4	12	79*	4	0M															
32	4MS3	9	5	9	77*	0M															
33	1MS1	67*	3	17	12	1															
34	5MS2	5	78*	12	3	1															
35	2MS1	27	51*	18	3	1															
36	2MS1	51*	15	10	23	1															
37	2MS2	72*	6	7	14	1															
38	2MS2	10	77*	4	8	1															
39	2MS2	19	4	71*	5	1															
40	2MS2	4	25	4	66*	1															
Inquiry & Decision Making							You can link the individual items to their corresponding benchmark in the Michigan Social Studies Content Standards and Benchmarks, February 1996 (also see Michigan Curriculum Framework, 1996, pages 22-45).														
41	1MS3	60*	11	19	8	1															
Number of Students Included: 118501							Each Benchmark Code contains four characters. The first character, an Arabic numeral, identifies the content standard under the specific strand. The next two characters represent the grade level column designation in the content standards documents where EE = Early Elementary, LE = Later Elementary, MS = Middle School, and HS = High School. The number following these letters represents the specific benchmark in the column designated by the grade level.														
							EXAMPLE An item with Benchmark Code 2MS3 under Civic Perspective is referring to content standard 2, "Ideals of American Democracy." Within that content standard, you need to look at Middle School benchmark number 3, "Explain means for limiting the powers of government established by the U.S. Constitution," to find the match.														
							CAUTION Making inferences about students based on their answers to individual items is inadvisable due to the low reliability of single item measures. These data should only be used to make inferences about the performance of groups that are classroom size or larger.														

Omit/Mult = Omits and Multiple Responses
* Number of students present rounds to zero